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ABSTRACT

Differentiated staffing has emphasized development of teacher leadership roles, the importance of shared decision making in schools, and the constructive ways in which paid instructional aides and volunteer aides can support the professional teaching staff. Eighteen annotated bibliographic citations concerning the various aspects of differentiated staffing are presented, updating a previous bibliography published in July 1970. (MJM)

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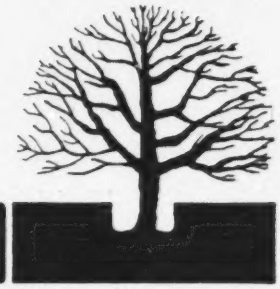

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THE DIFFERENTIATED STAFFING LITERATURE EXPANDS

Since the publication of our first annotated bibliography on Differentiated Staffing, dated July 1970, there has been a considerable increase in the available experience and published literature in the field. Of particular note is the fact that there are several resource books which have either recently been published or are in the process of being published. The references cited in this bibliography up-date the contents of the previous annotated bibliography by including only selected articles which have appeared since the publication of the first bibliography. There is no duplication between the two bibliographies.

Differentiated staffing has become a recognizable word and concept in public education. It has come a long way from the initial single model provided by the Temple City School District, California, undertaking. Through the efforts of a variety of differentiated staffing projects which have been funded through the Education Professions Development Act, a great many different models and approaches have been developed to implement differentiated staffing in public schools. It is probably still too early to point to definitive results; however, some developments look especially promising.

Differentiated staffing has emphasized development of teacher leadership roles, the importance of shared decision-making in schools, and the constructive ways in which paid instructional aides and volunteer aides can support the professional teaching staff to facilitate a positive organizational climate for more effective working relationships.

A few of the original objectives of staff differentiation have not met with significant success, in this author's opinion. The notion of significantly different salary arrangements for educational personnel, breaking sharply from the single salary approach to compensation, has not been achieved on a widespread basis. The acceptance of differentiation of pay among teachers has been only marginal and probably will not have a long-lasting impact on the salary structure of public school teachers. The concept of providing planning time (i.e., release time) during the normal school day or school week for teacher leaders has gained some acceptance, but still is not sufficiently widespread.

The education profession must concentrate on the problems of structuring time, resources, and incentives to reward performances which contribute positively to learning environments and learning systems. Considerable work is needed in this area to make the structural break-throughs which are necessary to enable educators to keep pace with a continually changing society and markedly different needs of students. If teachers are to

keep pace with the knowledge explosion, provisions must be provided to enable them to assume these growing responsibilities in a more professional way. Differentiated staffing concepts and alternative staffing patterns are potentially constructive to many of these problems.

With the trends toward increased teacher militancy and the sharp division between school administrators and school teachers as advocated by the unionist emphasis on collective negotiations, differentiated staffing may have arrived too late for stemming this tide. Only time will tell, but educators must ask many hard and difficult questions about what is best for the schools and the students which they are designed to serve. Pilot differentiated staffing programs across the United States have attempted to struggle with many of these problems and, hopefully, there will be a carry-forward from this developmental experience, knowledge, and information.

Special appreciation is extended to Jane Nicoll and Marie Boschetti, who have located and reviewed the items contained in this annotated bibliography. Their work has been most instrumental in producing this reference document. Additional appreciation is extended to Paula Morrelli, Project Associate, for her efforts in helping edit the bibliography and annotation information. The typing and collating efforts of Susan Gabbs, Paulette Sokolow, and Barbara Wylie provided valuable support. Without the assistance of all these individuals, this publication would not have been possible.

Copies of items in this annotated bibliography, as well as other references, are available for your review at the Marin County Schools Office. Also available are annotated bibliographies on Team Teaching, Individualizing Instruction, Teacher Aides, and School Volunteers. Please feel free to contact us if we may assist you in exploring these references further.

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A SELECTED ANNOTATED BIBLIOGRAPHY

DIFFERENTIATED STAFFING--AN ADDENDUM

1. Bereson, Conrad and Henry O. Ruhnke. Job Descriptions: How to Write and Use Them. Personnel Journal, Swarthmore, Pennsylvania. 1969. 45 pages. (This publication may be ordered from the Personnel Journal, 100 Park Avenue, Swarthmore, Pennsylvania 19081.)

   In order to help rectify the situation of overlooked or poorly written job descriptions, the authors have completed a comprehensive study to explore the nature, importance, and extent of job description use. Based on their findings, they relate that an adequate job description should include explanations of the duties, responsibilities, and condition of a work assignment. Various formats of job descriptions are discussed and the principles for their effective usage are set forth. Also contained here are such subjects as stages of preparation of job description, maintenance of employee cooperation, uses and abuses, and lastly presented are sample job descriptions. This article provides a comprehensive and enlightening study on the importance of appropriate job descriptions and is of equal use to those employed at all levels of enterprise.

2. Bruno, James E. How to Develop Salary Schedules Which Reflect School District Priorities and Objectives. A. C. Croft, Inc. 1969, 1970. 43 pages. (This booklet may be ordered from A.C. Croft, Inc., 1832 Franklin Street, Santa Monica, California 90404. The price is $7.50.)

   The salary schedule obtained in this illustrative application of the model demonstrates an alternative to the rigidity of the fixed step salary schedule; problems involved are both analytical and political in method, based upon linear programming techniques. Using this model for salary evaluation, the author then proceeds to apply it to a school district salary schedule to test its validity and effectiveness. This study includes tables, results of studies, concluding remarks, and a brief reference bibliography.

3. Caldwell, Bruce G. "Differentiated Staffing: Who Is Labor and Who Is Management?" Educational Technology. December 1970. 2 pages.

   This article discusses the new distribution of power that differentiated staffing offers between teachers and administrators. Teachers need to assume new roles. One example of teacher power being realized is found in Temple City, California; teacher leaders participate in decision-making at both the school and district level. Administrators hold

no veto power. No longer is teacher involvement only advisory. Mr. Caldwell also states his belief that horizontal differentiation alone is inadequate, but often advocated as a diversional tactic.

4. ----------. "Differentiated Staffing and the Process of Decision-Making." Educational Technology. May 1971. 1 page.

The importance of decision-making in educational systems is discussed, with the emphasis being placed on providing teachers with greater opportunities and responsibilities in their area. The idea of organizational "health" relating to an open climate promoting good human relations is summarized. Abraham Maslow's "good principles of pysch-ological management" are also enumerated, all emphasizing the positive aspect of self-actualizing human potential. Several specific practices to increase the "proprietorship" of teacher leaders are discussed, as examples of how differentiated staffing radically changes decision-making.

*5. Dempsey, Dr. Richard A. and Dr. John A. Fiorino. Differentiated Staffing: What It Is and How It Can Be Implemented. A. C. Croft, Inc. 1971. 51 pages. (This booklet may be ordered from A. C. Croft, Inc., 1832 Franklin Street, Santa Monica, California 90404. The price is $8.25.)

This report attempts to take a middle-of-the-road approach to differentiated staffing. It tries to present to the school executive and Board of Education members a picture of what differentiated staffing is, and how it may be implemented into the local school setting. It first presents a few definitions of differentiated staffing, but states there is no absolute set of rules which apply to a differentiated staff. It next presents an overview, discussing the need for consideration of some type of differentiated staffing pattern in American education. It next explains the rational for differentiated staffing; important points covered are opportunity for advancement for teachers and say in the decision-making process. The discussion of differentiated staffing patterns focuses on vertical differentiation. An examination of various differentiated staffing models reveals that the hierarchy for professional personnel usually consists of four or five levels. A discussion of the personnel and descriptions of their responsibilities and functions follows (in the Sarasota and Temple City models). Differentiated staffing stresses the fact that planning is a long and arduous task. In this section, the planning process is examined, followed by a brief schedule for differentiated staffing. Also included with this report are two appendix charts showing the set-up of two working models, and a selected bibliography.

6. Engel, Ross A. "Teacher Evaluates Teacher for Pay Differentials." The Clearing House. March 1971. 2 pages.

Mr. Engle feels that the only fair way to assess teachers for pay differentials is to put the burden squarely on the school staff to determine fair and acceptable methods for evaluating teachers. He cites an example directive and feels such steps would speed acceptance of differentiated staffing.

*7. ERIC (Educational Resources Information Center) Clearinghouse on Educational Administration. Alternative Organizational Forms, Analysis of Literature and Selected Bibliography. September 1970. 19 pages. (This bibliography and the 156 documents cited in it may be ordered from ERIC Document Reproduction Service, The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014.)

This booklet is a combined analysis and bibliography which was completed by ERIC Clearinghouse on Educational Administration in response to requests by USOE's National Bureau of Research in planning for its new program. The document focuses on school organization and administration, with the intent to accurately assess some of the current developments and emerging organizational trends. Under alternatives for organization, such topics as the extended school year, middle schools, team teaching, nongraded schools, individualized instruction, and flexible scheduling are discussed.

*8. ERIC Clearinghouse on Educational Management. Abstract #19: Differentiated Staffing. April 1971. 27 pages. (This abstract may be ordered at $2.00 per copy from the American Asoociation of School Administrators, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.)

This publication is a collection of 46 documents compiled by ERIC on the topic of differentiated staffing. Included are the subjects of staff utilization, paraprofessional school personnel, and teacher aides. The list of documents is compiled from RIE (Research in Education) Indexes where research reports and announced and from the Current Index to Journals in Education. Each document is briefly summarized and indexed by subject.

*9. ----------. Abstract #18: Organizational Renewal: Change and the School Administrator. March 1971. 24 pages. (For ordering information, see annotation 8.)

This booklet contains resumes of 44 documents about many aspects of organizational renewal. The documents are indexed by subjects, some of which are Administrative Change, Educational Innovation, Laboratory Training, Organizational Change, Problem Solving, and Teacher Role.

*10. Klausmeier, Herbert J., Richard G. Morrow, and James E. Walter. "The Multiunit School Organization" in Individually Guided Education in the Multiunit Elementary School: Guideline for Implementation. April 1970. 11 pages.

This chapter contains both a descriptive outline of the structure and organization for the multiunit school as well as a discussion of the processes which produce a dynamic, highly effective learning environment. Included is an organizational diagram for a 600 student (150 for each unit) school, a model of the systematic arrangement and distribution of committees, units, and personnel. Also explained are the three organizational levels required, each closely associated with a specific committee responsible to a unit. Benefits seen under this plan include a redefinition of the role of principal, teacher and consultant, as well as a swift communication between the policy-making board and the teachers.

Five essential components for successful implementation of a multiunit school are stated; they emphasize the cooperative exchange of expertise and division of labor according to talents. The multiunit school attempts to be characterized by its flexibility, cooperativeness, and spirit of inquiry, which provides more time for planning, testing, and implementing innovations.

*11. Mann, Peter B. "'Differentiated Staffing'--The Second Generation." Arizona Teacher. January 1971. 5 pages.

In this article the differentiated staffing project at Mesa, Arizona, is discussed with Fenwick English, Project Director. English defines differentiated staffing and describes its advantages over the merit pay system. One of the strongest points considered for differentiated staffing is the idea that it changes the "school structure," which defines the way time, space, and staff are used. Also emphasized is the need for more individualized instruction to replace much of the current group focus and the role of differentiated staffing in helping to provide for this. The article continues in stating how differentiated staffing better utilizes teacher strengths to fit student requirements by placing the focus on "learning rather than teaching." The term "second generation" refers to Mesa's attempt to create "fluid" rather than "static" hierarchies in organizing teacher strengths. Internal performance contracting is one means for accomplishing this.

12. McKenna, Bernard. "Differentiated Staffing." School Administrator. Febraury 1971. 2 pages.

McKenna stresses the newness of the concept of differentiated staffing. He feels the problems of definition are likely to continue. There is no one differentiated staffing

model. Based on observation of several staffing plans, he recommends school systems would do well to introduce differentiated staffing by first implementing, improving, or perfecting cooperative team teaching arrangements. Teams would then recognize the value of supportive staff, i.e., volunteers, paraprofessionals, etc., and the need to define new teaching and supportive roles would clearly emerge. McKenna recommends: begin with those who are ready, involve everybody who will be affected, build in much more planning time than ever conceived for any other innovation, consider all roles as tentative and fluid, and expect the administrator's role to change dramatically--particularly the building principal's role.

*13. Nagle, Patricia. "Merit Pay and Differentiated Staffing." District of Columbia Citizens for Better Public Education. 1971. 8 pages.

The subject of teachers' salaries has always been controversial. In this report, the author helps to define the dimensions of the problem by discussing the history and implementation of merit pay and its relation to differentiated staffing. Merit pay is defined as a premium payment for what a particular school system decides is quality performance as a teacher. Four assumptions which underlie a merit system are stated: good teaching should be rewarded with more money, the good teacher can be evaluated, money will motivate the good teacher, and the school system only needs good teachers to make it run smoothly. A brief history of the early merit plans is discussed, generally concluding that the major problem lies within the evaluation system (determining who is a competent teacher and who is not).

Dr. Dwight Allen, Dean of Education at the University of Massachusetts, believes that merit pay is not the answer. The growth of the teacher should be the main consideration. One possible answer, Dr. Allen suggests, is differentiated staffing. A discussion of two successful differentiated staffing programs follows, with important stress on the amount of responsibility given to some classroom teachers. They help develop curriculum, plan the use of space and time, and evaluate personnel above and below them. Pay differentials are based upon the amount of responsibility assumed. The Council for Basic Education favors the element of differentiated staffing that encourages the elimination of the single salary schedule. Differentiated staffing is seen as only <u>one</u> means to the desired end of improving student learning and is an alternative which might be more readily embraced by districts which have rejected merit pay in the past.

*14. National School Public Relations Association. <u>Education U.S.A. Special Report: Differentiated Staffing in Schools, A Review of Current Policies and Programs</u>. 1970. 48 pages.

(This report may be ordered from the National School Public Relations Association, 1201 16th Street, N.W., Washington, D.C., 20036. The price is $4 per copy.)

This publication contains an interesting variety of information on differentiated staffing. The contents range from statements by well-known educators to actual outlines of specific differentiated staffing model projects. Opposing views on the many aspects of differentiated staffing are presented, giving an overview of the implications of this type of program. Personal opinions of teachers and administrators are shared; the majority are in support of differentiated staffing for reasons such as, "it would bring a much broader range of manpower to education than is now available." Other factors such as teacher involvement in decision-making, new personnel roles, salary hierarchies, are discussed with added examples of differentiated staffing schools (including charts of organization patterns) which have utilized these steps. Lastly, individual differentiated staffing projects that have been tested are closely examined and, compared with traditional schools, demonstrate such benefits as better use of personnel and closer diagnosis of the student-learning process. The article ends with discussion of new schools for the central city, a list of differentiated staffing schools, and a selected bibliography.

*15. Oldham, Nield B. and George F. Wallace. Differentiated Staffing: A Guide for Understanding and Evaluating the Reorganization of Teaching Personnel (Croft Leadership Action Folio 26). 1970. 29 pages. (This guide may be ordered from the Sales Department of Croft Educational Services, Inc., 100 Garfield Avenue, New London, Connecticut 06320.)

This is a three-part folio, each part containing a four-page commentary and various supplementary material. Part A is for the administrator and discusses the establishment, key elements, general guidelines, cost, and problems associated with differentiated staffing. Part B is for the project director and details specific steps involved in setting up, selecting, and training a differentiated staff. Goal definition, planning and developing evaluative criteria are also covered in this section. Part C is for the teacher and explains the strengths and weaknesses of differentiated staffing, through discussion of its goals, means, practical applications, and misunderstood implications. The supplementary material includes: various patterns of staffing a differentiated school, task analysis and role definitions, suggested job descriptions; questions for workshop discussion groups, and the results of the evaluation of the Temple City, California, Project.

*16. Olivero, James L. "The Meaning and Application of Differentiated Staffing in Teaching." Unfinished Business of the Teaching Profession in the 1970's, edited by T. M. Stinnett.

This article discusses, defines, and examines questions pertaining to differentiated staffing. Olivero states

that perhaps the only consistent elements in any differentiated staffing scheme are job responsibilities, functions, and rewards. The Temple City model of a differentiated teaching staff is summarized. Critical assumptions that have been perpetuated by some educators, legislators, students and parents for a long time are discussed, along with the concept of accountability. Examples of how differentiated staffing might be one alternative to help solve some of our problems in education are provided. An outline is presented including important factors such as assessment of student needs, definition of roles, training for differentiated roles, evaluation of performance, and a reward system. Dr. Olivero discusses why educators are apprehensive about accepting these concepts.

*17. Piele, Philip K. New Sets of Jobs for School Personnel. ERIC Clearinghouse on Educational Administration. September 1970. 13 pages. (This analysis of literature with selected bibliography may be ordered from the ERIC Document Reproduction Service, The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014.)

The analysis and bibliography contained in this document (prepared for the USOE's National Center for Educational Research and Development) focus on, 1) types of differentiated roles developing in education, and 2) efforts at redefinition of professional, paraprofessional and non-professional roles for administration, instruction, pupil personnel, and other functions. The analysis cites the advantages of differentiated staffing, emphasizing "replacement of the omnicapable teacher by the omnicapable team." Objectives and results of model differentiated staffing projects are discussed, giving insight into the purpose and value of this type of program.

18. Stevens, Jody L. "Of Immediate Concern: Better Teacher Utilization." The Clearing House. Volume 43, Number 8. April 1969. 2 pages.

This article deals with the pressing demands made upon the time and talents of teachers and the use of supplementary resources to permit more efficient use of teacher time. Teachers are often burdened with duties which could be assumed by trained aides and professional consultants. The following means to secure better teacher utilization and efficiency are discussed:

1. Volunteer workers from the lay public, civic clubs, or other organizations,
2. Student assistants in the school,
3. Classroom teacher and library aides,

4. Professional resource people from the community,
5. Clerical and administrative assistants in sufficient number to support the teacher and the total educational program, and
6. Intern teachers.

Further information may be obtained from:

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We have recently prepared annotated bibliographies on Team Teaching, School Volunteers, Teacher Aides, and Individualizing Instruction.